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ABSTRACT

This document provides information about the University of Chicago School Mathematics Project (UCSMP). UCSMP began by examining the curricula of other countries for proven ideas and methods, creating textbooks and training programs at both the elementary and secondary level, and engaging in extensive evaluations of its own work. This publication presents an overview on the developments of UCSMP over the years and UCSMP activities from 1983-2000. Materials available from UCSMP and contact information are also included. (ASK)

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UCSMP

ED 446 977

The University of Chicago School Mathematics Project

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2000-01

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Secondary Teacher Development

General Electric Foundation
Secondary Materials Development

GTE Corporation
Primary Materials Development

Citicorp/Citibank
Elementary Teacher Development

Exxon Educational Foundation
Elementary Teacher Development

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The University of Chicago School Mathematics Project

Zalman Usiskin, Director

UCSMP officially began in 1983 when, through the work of Izaak Wirszup at the University of Chicago and Keith McHenry of the Amoco Corporation, the departments of mathematics and education at the University received a generous six-year grant from the Amoco Foundation. The grant was for a multifaceted project to improve mathematics education for the vast majority of students in grades K–12.

The project brought together several faculty whose research laid the groundwork for UCSMP. They were:

- Paul Sally, UCSMP's first director. Professor Sally had created special summer programs to teach higher mathematics to bright high school students and had taken a special interest in educating inner-city schoolchildren.
- Zalman Usiskin, UCSMP's current director and co-director of the Secondary Component. Professor Usiskin had researched the teaching of mathematics through real-life applications and had developed textbooks for all four years of high school, incorporating contemporary mathematical thinking. His work had shown that many students enter high school with insufficient knowledge of arithmetic, algebra, and geometry to enable them to succeed.
- Max Bell, UCSMP's Elementary Component director. Professor Bell was a pioneer in the desire to teach applications of mathematics and had shown in his research that most children entered school with far greater mathematical knowledge than teachers and textbooks assumed.
- Izaak Wirszup, UCSMP's Resource Development Component director. Professor Wirszup had collected a vast library of educational materials and research from the former Soviet Union and Eastern European countries, from which he had translated some of the best non-text materials. This work led him to alert senior government officials about the low standards of mathematics education in the United States compared to those in other countries.

Later, UCSMP brought in as directors of portions of its work Sheila Sconiers, a 7th- and 8th-grade science and mathematics teacher who had worked with Professor Bell on developing materials for teachers; Larry Hedges, a professor of education with expertise in quantitative analysis and meta-analysis; Susan Stodolsky, a professor of education with expertise in qualitative analysis and classroom observation; and Sharon Senk, a professor of mathematics education who, before UCSMP began, had worked with Professor Usiskin on the development of geometry and proof.

UCSMP began by examining the curricula of other countries for proven ideas and methods, creating textbooks and training programs at both the elementary and secondary level, and engaging in extensive evaluations of its own work. Essential to this work was the participation of school administrators and teachers, who were closely involved in the planning, writing, and evaluation. Activities during this period were supported by grants from seven of the funding sources listed on page 2.

In 1989, recognizing the need for UCSMP to continue its work, the Amoco Foundation granted funding for five more years. This grant, followed by additional grants from the Carnegie Corporation of New York and the National Science Foundation (NSF), allowed the project to complete its K–3 materials, finish the last two books of its secondary curriculum, and continue work on its program for mathematics specialists in grades 4–6.

In 1992, the project undertook three new multiyear initiatives: publication of UCSMP translations of foreign textbooks, extension of the K–3 curriculum to grades 4–6 with the help of a five-year NSF grant, and development of a second edition of the secondary curriculum.

By 1998, the (K–6) elementary *Everyday Mathematics* curriculum and its publication by Everyday Learning Corporation and the second

edition of the secondary (6–11 or 7–12) curriculum published by Scott Foresman–Addison Wesley (currently Prentice Hall) were completed. UCSMP and its publishers continue to run conferences for teachers.

Over the years, UCSMP has hosted four international conferences. This reflects our belief that good ideas and research are not limited to our country, and that experiences in other countries have relevance to us. Papers from the Fourth International Conference are now available from the National Council of Teachers of Mathematics (NCTM).

Work continues on an NSF-funded initiative to help implement *Everyday Mathematics* and other innovative curricula by orienting teachers to recent changes in elementary school mathematics, and on a Stuart Foundation funded project with the University of California at Berkeley to develop mathematics materials for secondary school teachers. Work also continues to make reports available on the field tests of the second editions of UCSMP's secondary curriculum, an effort supported by royalties from Scott Foresman-Addison Wesley sales of the first editions.

These royalties also have generated funds for research in mathematics education—for UCSMP evaluations and other university research on teaching and learning mathematics.

Upgrading the School Mathematics Experience for the Average Student

Why has UCSMP undertaken such a massive effort, and why have so many supported us? We and our funders believe strongly that even the best curricula of decades ago are not adequate for today's youth. The information explosion and advances in technology have widened the scope, given us extraordinarily powerful tools, and multiplied the importance of applied mathematics. More and more, mathematical ideas are critical to the activities and well-being of the average citizen.

Improving the current situation requires effort at all levels from kindergarten through college. The typical first-grade student today can expect to work through the first half of the next century. Yet in many American schools, this student still encounters a variant of the elementary school curriculum designed for the pupil of a hundred years ago. The secondary curriculum in many schools is likewise out of date, with almost all of its content oriented towards calculus, ignoring the vast majority of students who either will not take calculus or require preparation for other college mathematics as well. At all levels, curricula need to be modified to take advantage of today's widely available technology.

Teaching in the elementary grades often illuminates only one band of the mathematical spectrum, calculation. Even where students receive other mathematics instruction, the curricula do not expect competence or fully develop the concepts presented. In contrast, the UCSMP *Everyday Mathematics* curriculum encourages teachers and students to explore more of the spectrum by investigating, informally but systematically, the basics of data gathering and analysis, probability, geometry, and algebra, and by taking advantage of the young child's ability and desire to explore and learn.

We and our funders believe strongly that even the best curricula of decades ago are not adequate for today's youth.

Most primary teachers, though willing to take students as far as possible with language arts and reading, feel insecure about stretching students' mathematical experiences. A mathematics-rich atmosphere in the classroom is possible, but requires sensitivity to the subject and knowledge of a variety of pedagogical tools. UCSMP's *Everyday Teaching for Everyday Mathematics* gives K–3 teachers breadth of mathematics knowledge and a full complement of instructional strategies. A more extensive program for grades 4–6 concentrates on upgrading teachers to become mathematics specialists.

A major UCSMP strategy has been to even out the pace of instruction. In the past, seventh- and eighth-grade mathematics courses offered only counterproductive, dulling review. Although some might say the UCSMP secondary curriculum accelerates students, it is more accurate to say that it avoids deceleration. We are pleased that the recent *Principles and Standards for School Mathematics* of NCTM (2000) supports these and other fundamental beliefs that have driven UCSMP's work over the years.

The first course of the secondary series, *Transition Mathematics*, is designed for students at the seventh-grade level mathematically, regardless of age; it consolidates the arithmetic of previous grades while preparing students for the next two courses, *Algebra* and *Geometry*. The fourth course, *Advanced Algebra*, should be taken by all who graduate high school. Those who will attend college need *Functions, Statistics, and Trigonometry* to prepare them for the wide range of mathematics found in virtually all college majors today. *Precalculus and Discrete Mathematics*, the final course, covers the content and mathematical thinking that mathematical and physical science majors and engineers require. With a strengthened K–5 curriculum, increasing numbers of students are starting this curriculum in sixth grade and taking advanced placement courses.

The Real World and the Mathematics Curriculum

Another reason for UCSMP's work is to counter the practice of many existing mathematics courses, which avoid the real world and use contrived word problems instead. In many, real data are virtually absent.

In contrast, applications are a hallmark of all UCSMP materials. Project curricula explore the questions many students ask: "How does this relate to the world I know? How can mathematics help me understand my world and what people do?" All UCSMP materials view and teach mathematics as a tool for life. Elementary-level materials explain how teachers can integrate mathematics with other subjects, sensitizing teachers to seize opportunities for thinking mathematically throughout the school day. And at the secondary level, applications abound. The reading in lessons highlights these applications and introduces students to the history and cultural presence of mathematics.

The real world affects process as well as content. In some traditional classrooms, students learn one way to do a problem and are prohibited from using the tools that might make solving it easier. On the job, the opposite occurs: the goal is to be flexible, to consider many ways to accomplish a task, and to use the best tools available. For this reason, UCSMP is committed to using calculator and computer technology. The calculator and computer affect not only the approaches to content, but also content itself. Some topics are no longer essential; other topics become accessible to more students; still other topics must enter the curriculum. Evidence from UCSMP evaluations and from the research of others shows that the appropriate use of technology enhances students' mathematical understanding and improves problem-solving skills.

Beginning in kindergarten, therefore, we encourage the use of four-function calculators to explore mathematical concepts. In the fourth through sixth grades, separate time for calculator work is no longer necessary, and students should use calculators at their own discretion. By the seventh grade, students need scientific calculators because common numbers are often too big or too small to be handled by simpler calculators. Graphing calculators or other automatic graphers are recommended beginning with UCSMP *Algebra*. They are required for the last three secondary courses.

With adequate software, the computer solves problems and allows teachers and students to consider variations on a problem, to test conjectures, to process a large amount of data, to draw accurate geometric figures, and to graph in a variety of modes. Software that supports UCSMP's secondary-level courses is available from Prentice Hall.

Evidence from UCSMP evaluations and from the research of others shows that the appropriate use of technology enhances students' mathematical understanding and improves problem-solving skills

Support Within UCSMP

From its inception, UCSMP has scoured the world for the best ideas available. By surveying and translating materials from Europe and Japan, UCSMP has broadened its perspective regarding what can be done in the classroom. This work raises the proficiency levels we think students can achieve, for it is clear that foreign educators (and parents) work from the premise that mathematical success is based more on opportunity to learn, interest, and diligence than on

ability, and that the abilities of most students do not differ enough to warrant a different curriculum.

These ideas and beliefs need to be communicated to a broader audience. To this end, UCSMP sponsored international conferences in 1985, 1988, 1991, and 1998. UCSMP translations and a large collection of foreign materials are accessible for scholarly research. Some translations have been published (see p. 13).

Other countries look to the United States for leadership. No curriculum in any country is perfect, and changes in mathematics and its uses have occurred worldwide. Our attention to applications and technology has generated great interest in the project throughout the world.

As schools and educators look to UCSMP for leadership, we realize the importance of self-examination. Evaluation has been integral to UCSMP from the start, providing a regular source of feedback. UCSMP evaluators use the latest qualitative and quantitative methods to assess the impact and implementation of project curricula. Rather than assume that students and teachers work with the materials uniformly and according to project intentions, evaluators examine actual use. Studies focus equally on the unique characteristics of classes, schools, and districts, and on broader generalizations about the effectiveness of project programs.

While curriculum materials are being developed, evaluations are formative. They indicate how we are doing and where we need to improve. After the materials are final or near-final, evaluations demonstrate the achievement differences educators can expect from UCSMP materials and ideas. These evaluations then become available to the public.

How Far Have We Come?

Over the past five years, we estimate that over three million students per year have used UCSMP elementary or secondary materials; teachers of many other students, along with teacher educators, have participated in UCSMP teacher development programs or attended our conferences.

It was never UCSMP's goal to create a national curriculum. No project should aim for such a goal. We need a diversity of ideas to enable us to improve what we do. Furthermore, the work of everyone involved in schooling is required to implement change on the necessary scale. Our goal continues to be the creation of exemplary models and materials that will challenge others to work to improve school mathematics in grades K–12.

Change does not occur quickly, but since 1983 we have seen many of our beliefs accepted by the education community. Applications have become a feature of most course materials at all levels from K–12. When we began, we were bold in requiring calculators in our courses; now calculators are a mainstay in most secondary school classrooms. That all children can learn significant amounts of mathematics is now a widely held belief. We are pleased that a report in the year 2000 of The Conference Board of Mathematical Sciences recommends specialist mathematics teachers from grade 4 on, a goal towards which we have strived since 1984. In many schools the curriculum in grades 7 and 8 is no longer concerned primarily with review; and national data suggest that since 1981 the number of students taking a full algebra course in eighth grade has approximately doubled.

UCSMP has also influenced national policy. We had a hand in creating the Mathematical Sciences Education Board, and our work influenced the *Standards* established by the National Council of Teachers of Mathematics (NCTM). After some fifteen years during which curriculum projects were thought not to influence what goes on in more than a handful of schools, the existence and wide use of UCSMP materials encouraged NSF to fund a dozen multiyear projects at all levels from K–12 (including our own 4–6 curriculum efforts). In 1996, we hosted the annual Gateways Conference that brings these projects together.

Still, much work remains to be done. There are very few specialist teachers in elementary schools, and the mathematical preparation of most elementary school teachers is pitifully weak. Some educators have lumped all reform together and magnified the problems of unwise reform. Other educators still view the developments of recent years as a fad, and they are waiting for it to pass. We must be especially concerned about urban public schools because, as before in the history of U.S. education, they are changing with the times more slowly than suburban and small-town public, private, and parochial schools. Those who do not keep up now are likely to be even further behind when the next changes come.

UCSMP Activities 1983-2000

Below is a list of major UCSMP activities and events from the inception of the project to the present. Activities are categorized according to the following code:

A: awards and grants
C: curriculum development and evaluations
T: teacher development
I: translations, international conferences

1983-84	A	UCSMP begins with a six-year grant from the Amoco Foundation to the Departments of Education and Mathematics at the University of Chicago
	C	Writing of *MathTools for Teachers*, inservice materials for K–3, begins
	C	First draft of *Transition Mathematics*, first book in the secondary curriculum, completed
	I	Russian, Japanese, Hungarian, and Bulgarian texts begin to be translated (ultimately Russian texts for Grades 1–3 and Japanese 7–11 are published)
1984-85	A	General Electric Foundation Grant for secondary materials development (used for the development of *Precalculus and Discrete Mathematics)*
	C	Evaluation of *MathTools for Teachers* begins
	I	First International Conference on Mathematics Education held (main themes: applications-oriented curricula and innovative instructional strategies)
	I	Translation of leading Soviet research in the psychology and methodology of mathematics education is undertaken
1985-86	A	Grant from the Carnegie Corporation of New York for the summative testing of *Transition Mathematics, Algebra,* and *Geometry*
	C	Development of *Everyday Mathematics* by the Elementary Component begins
	C	Evaluation of calculator usage by K–3 teachers done
	C	First draft of *Algebra*, second book in the secondary curriculum, completed

	C	First draft of *Advanced Algebra*, fourth book in the secondary curriculum, completed
	T	First Annual Secondary Users Conference held in November (held every year since)
1986-87	C	Field testing of *Kindergarten Everyday Mathematics* begins
	C	UCSMP publication of hard cover version of *Transition Mathematics*
	C	First draft of *Geometry*, third book in the secondary curriculum, completed
	C	First draft of *Functions and Statistics with Computers* (later renamed *Functions, Statistics, and Trigonometry*), fifth book in the secondary curriculum, completed
	T	Conference held on the use of functions, computers, and statistics in the pre-college curriculum
	I	*Developments in School Mathematics Around the World* (the proceedings from UCSMP's First International Conference on Mathematics Education held in 1985) published by NCTM
1987-88	A	Grant from the GTE Corporation for the development of *First Grade EM*
	A	Grant from Citicorp to the Elementary Teacher Development Component for the development and dissemination of computer modules and related materials; Shell Centre for Mathematics Education at Nottingham, England also involved in this project
	C	Scott, Foresman and UCSMP sign contract to publish secondary component materials (imprint on books becomes ScottForesman in 1990, Scott Foresman–Addison Wesley in 1996, and Prentice Hall in 1998)
	C	First draft of *Precalculus and Discrete Mathematics*, sixth book in the secondary curriculum, completed
	C	Summative testings of *Algebra* and *Advanced Algebra* begin
	C	First summative test of *Geometry* takes place
	T	First (of two) combined Elementary-Secondary Conferences in November
	I	International Mathematics Education Resource Center is established
	I	Second International Conference on Mathematics Education held in conjunction with NCTM annual meeting in Chicago (main themes: school mathematics reform and national standards in France, Great Britain, Japan, Sweden, and the U.S.)

A - awards and grants; C - curriculum development and evaluations; T - teacher development; I - translations, international conferences

1988-89	C	Field testing of *First Grade EM* begins
	C	*Kindergarten EM* published
	C	Development of *Second Grade* and *Third Grade EM* begins
	C	Commercial publication of *Transition Mathematics*, *Algebra*, and *Advanced Algebra*
	C	Second year of summative testing of *Geometry*
	C	Formative testing of *Functions, Statistics, and Trigonometry*
1989-90	A	Grant from the Amoco Foundation for five years to refine, extend, implement and evaluate the materials and models developed by UCSMP since 1983
	A	Grant from the Carnegie Corporation of New York to complete *Functions, Statistics, and Trigonometry* and *Precalculus and Discrete Mathematics*
	A, T	Grant from the Ford Motor Company establishes the Elementary Institute for Mathematics Specialization (1989-91) and first two (of five) Summer Institutes for Secondary Supervisors and Teacher Educators
	C	Everyday MathTools Publishing Company and UCSMP sign contract to publish elementary component curriculum and teacher development materials (Everyday MathTools becomes Everyday Learning Corporation in 1991)
	C	*First Grade EM* published
	C	Commercial publication of UCSMP *Geometry*
	C	Formative testing of *Precalculus and Discrete Mathematics*
	C	Longitudinal study of first four UCSMP secondary texts begins
	T	First conference offered solely for users of *Everyday Mathematics* (held in Chicago annually since 1989; beginning in 1993, additional conferences sponsored by Everyday Learning Corporation held throughout the country)
	T	First Secondary Component Inservices held in August (held annually since 1989)
1990-91	A	NSF grant received by the Elementary Teacher Development Component to promote mathematics specialists in grades 4–6 by creating materials for teacher training seminars for staff developers
	A, T	Exxon Education Foundation Grant to convene two-part conference on the mathematical preparation of elementary school teachers (held in the winter and spring of 1991)

A - awards and grants; C - curriculum development and evaluations; T - teacher development; I - translations, international conferences

	C	Field testing of *Second Grade EM*
	C	UCSMP secondary curriculum completed with the commercial publication of *Functions, Statistics, and Trigonometry* and *Precalculus and Discrete Mathematics*
	T	Third Summer Institute for Secondary Supervisors and Teacher Educators
	I	*Developments in School Mathematics Around the World*, Volume 2 (the proceedings from UCSMP's Second International Conference on Mathematics Education held in 1988) is published by NCTM
1991-92	A	UCSMP Fund for the Support of Research in Mathematics Education established (between 1991 and 1998, 41 awards supporting research related to mathematics education are given out by this fund)
	C	Field testing of *Third Grade EM*
	C	Commercial publication of *Second Grade EM*
	T	Final two Summer Institutes for Secondary Supervisors and Teacher Educators
	I	Third International Conference on Mathematics Education held (main themes: the goal of mathematics for all; process and evaluation of reform efforts; content of reform; international comparisons)
	I	First six volumes in the series of edited translations, *Soviet Studies in Mathematics Education*, published by NCTM
1992-93	A	*Everyday Mathematics* receives NSF grant to support the extension of existing K–3 curriculum to grades 4–6
	A	UCSMP receives the "A+ Breaking the Mold Award" from the U.S. Department of Education for its contributions to communities across the country working toward National Education Goals 2 and 3
	C	Commercial publication of *Third Grade EM*
	C	Summative testing for the second editions of *Transition Mathematics* and *Algebra* begins
	I	UCSMP publishes its translations of Russian texts for grades 1–3 (U.S. grades 2–4), Japanese texts for grades 7–9, and volumes 7–8 in the series, *Soviet Studies in Mathematics Education*
	I	*Developments in School Mathematics Around the World*, Volume 3 (the proceedings from UCSMP's Third International Conference on Mathematics Education held in 1991) are published by NCTM

A - awards and grants; C - curriculum development and evaluations; T - teacher development; I - translations, international conferences

1993-94	C	Field testing of *Fourth Grade EM*
	C	Elementary Teacher Development Component begins to design modules to be used by staff developers and teacher educators to create mathematics specialists in grades 4–6
	C	Summative testing for the second editions of *Geometry* and *Advanced Algebra* begins
1994-95	A	The Amoco Foundation presents UCSMP with the Amoco Partner Award, honoring the project for its research and development of new curricula
	C	Commercial publication of *Fourth Grade EM*
	C	Field testing of *Fifth Grade EM*
	C	Commercial publication of the second edition of *Transition Mathematics*
1995-96	C	Commercial publication of *Fifth Grade EM*
	C	Field testing of *Sixth Grade EM*
	C	*Everyday Teaching for Everyday Mathematics K–3* completed (series of 3-hour workshops for primary grade teachers)
	C	Commercial publication of the second editions of *Algebra* and *Advanced Algebra*
	T	Gateways IV Conference, hosted by UCSMP and funded by the National Science Foundation, brings together 13 multiyear curriculum development projects from K–12
1996-97	A	Bridges to Classroom Mathematics project, providing assistance to elementary school teachers implementing innovative mathematics curricula, funded by the NSF
	C	Commercial publication of *Sixth Grade EM*, completing the first editions of the UCSMP K–6 curriculum
	C	Commercial publication of the second edition of UCSMP *Geometry*
	I	American Mathematical Society publishes UCSMP translations of four mathematics textbooks from Japan for grades 10 and 11
1997-98	A	Wide World of Math Series, a CD-ROM developed to accompany UCSMP's secondary curriculum, receives the 1997-98 Technology Award for School and Home Learning Products from *Technology and Learning Magazine*
	C	Development of the second editions of the elementary curriculum begins

A - awards and grants; C - curriculum development and evaluations; T - teacher development; I - translations, international conferences

	C	Commercial publication of the second edition of *Functions, Statistics, and Trigonometry*
1998-99	A	UCSMP, in collaboration with COMAP, TERC, and the University of Illinois at Chicago, receives NSF funding for a 5-year project to promote the wide-scale implementation of reform mathematics curriculum in elementary schools
	A	Stuart Foundation of San Francisco awards grant to UCSMP in conjunction with the University of California, Berkeley to create a college mathematics course, "High School Mathematics from an Advanced Standpoint"
	A, I	NSF-funded Fourth International Conference on Mathematics Education held (main themes: mathematics for all; improving performance; and technology)
	C	Commercial publication of the second edition of *Precalculus and Discrete Mathematics*
	T	Fourteenth Annual Users Conference offers Master Class sessions, in which students present projects, for the first time
1999-2000	A	UCSMP elementary and secondary curricula each independently recognized as "Promising" by the U.S. Department of Education
	A	UCSMP *Algebra* designated by the American Association for the Advancement of Science (AAAS) Project 2061 as a textbook with "Potential for Helping Students Learn Algebra" (highest category into which any materials fell)
	I	*Developments in School Mathematics Around the World*, Volume 4 (the proceedings from UCSMP's Fourth International Conference on Mathematics Education held in 1998) are published by NCTM

A - awards and grants; C - curriculum development and evaluations; T - teacher development; I - translations, international conferences

UCSMP Available Materials

Elementary materials available from Everyday Learning Corporation

Kindergarten Everyday Mathematics
First Grade Everyday Mathematics
Second Grade Everyday Mathematics
Third Grade Everyday Mathematics
Fourth Grade Everyday Mathematics
Fifth Grade Everyday Mathematics
Sixth Grade Everyday Mathematics
Everyday Teaching for Everyday Mathematics K–3
Do Elephants Eat Too Much?
If I Walk in the Woods, Will I Run into a Bear?
From the Seas to the Stars
From Your Backyard to the Great Wall
Calculator Mathematics 1
Calculator Mathematics 2
Program Guide and Activities Masters
Minute Math
Home Links
Activity Books
Grades K-3 Teacher's Reference Manual
Grades 4-6 Teacher's Reference Manual
Creating Home-school Partnerships
Towards a Balanced Assessment for K–3 *Everyday Mathematics*
Towards a Balanced Assessment for 4–6 *Everyday Mathematics*

Secondary materials available from Prentice Hall

UCSMP Transition Mathematics*
UCSMP Algebra*
UCSMP Geometry*
UCSMP Advanced Algebra*
UCSMP Functions, Statistics, and Trigonometry*
UCSMP Precalculus and Discrete Mathematics*
Teacher's Resource File, CD-ROM version
- Lesson Masters A
- Lesson Masters B
- Teaching Aid Masters
- Assessment Sourcebook
- Technology Sourcebook
- Answer Masters
- Solution Manual

Visual Aids
Activity Kit
Study Skills Handbook
Geometry Template
TestWorks, CD-ROM
Transition Mathematics Software Tools
Explorations, CD-ROM (FST, PDM only)
GeoExplorer
GraphExplorer
StatExplorer
Wide World of Mathematics

Resource materials available from the UCSMP General Office

Soviet Studies in Mathematics Education, vols. 7–8
Japanese Grade 7 Mathematics
Japanese Grade 8 Mathematics
Japanese Grade 9 Mathematics
Russian Grade 1 Mathematics
Russian Grade 2 Mathematics
Russian Grade 3 Mathematics

Resource materials available from the American Mathematical Society

Mathematics 1: Japanese Grade 10
Mathematics 2: Japanese Grade 11
Algebra and Geometry: Japanese Grade 11
Basic Analysis: Japanese Grade 11

Resource materials available from the National Council of Teachers of Mathematics

Developments in School Mathematics Education Around the World, vols. 2 and 3**
Soviet Studies in Mathematics Education, vols. 1–4

Evaluation reports available from the UCSMP General Office

Elementary

An Evaluation of the Teacher Development Project, 1985-86
Formative Evaluation of Kindergarten Everyday Mathematics

*Each text has the technology components as listed here as well as student and teacher editions and ancillary materials.
**Volume 1 is available from UCSMP ($20) while supplies last.

A Follow-up of Kindergarten Everyday Mathematics Users
The Ray School Computer Lab: Evaluation Report, 1985-86
Calculator Usage in the Teacher Development Project
Mathematical Knowledge of Kindergarten and First-Grade Students in Everyday Mathematics
Classroom Implementation and Impact of Everyday Mathematics K–3: Teachers' Perspectives on Adopting a Reform Curriculum
A Field Test of Fourth Grade Everyday Mathematics, 1993-94 *(complete reports)*
A Field Test of Fourth Grade Everyday Mathematics, 1993-94 *(summary reports)*
Third Grade Everyday Mathematics Students' Performance on the 1993 and 1994 Illinois State Mathematics Test
Report on the Field Test of Fifth-Grade Everyday Mathematics

Secondary

Transition Mathematics Field Study
Teaching and Learning Algebra: An Evaluation of UCSMP Algebra

Evaluation Reports available from UMI Dissertation Services

An Evaluation of a New Course in Precalculus and Discrete Mathematics
Implementation of the First Four Years of the University of Chicago School Mathematics Project Secondary Curriculum

Contacting UCSMP

UCSMP Online

Getting in touch with the project...

To inquire about project activities or materials, you may contact the UCSMP office directly.

- e-mail **ucsmp@uchicago.edu**

To learn about UCSMP and its upcoming conferences, visit our website.

- **www.uchicago.edu/ssd/ucsmp**

Getting in touch with other UCSMP users...

To subscribe to the UCSMP forum and receive all of its messages

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- type the word **subscribe** in the body (not the subject line) of your message

To participate in the forum once you are a subscriber

- send messages to **ucsmp4um@spclists.spc.uchicago.edu**

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UCSMP Past Director, 1983-87
Paul Sally
(773) 702-7388

Publishers of UCSMP Materials

K–6 curriculum and teacher development
Everyday Learning Corporation
(800) 382-7670
P.O. Box 812960
Chicago, IL 60681

6–12 curriculum
Prentice Hall
(800) 848-9500
160 Gould Street
Needham, MA 02494

International Conference Proceedings
National Council of Teachers of Mathematics
(703) 620-9840
1906 Association Drive
Reston, VA 20191

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Ann Arbor, MI 48106

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